

What will my child be doing in Year 5?

At the age of 9 and 10 your child will be in Year 5. Year 5 is the third of 4 years where your child will be working at Key Stage 2. At the end of Key Stage 2 your child should have reached a particular level of skills, knowledge and understanding.

Schools use targets to check each child's progress so they can adapt their teaching to best serve the child.

Some children will not progress as quickly as others or have special educational needs. Parents and carers have a key role in the educational development of their child. It is important to communicate with your child's teacher, take an interest in what your child is learning at school and praise your child when they have done well.

YEAR 5 NUMERACY TARGETS

- By the end of Year 5, most children should be able to...
- Multiply and divide any whole number up to 10,000 by 10 or 100.
- Know what the digits in a decimal number stand for, eg the 6 in 2.63 stands for 6 tenths and the 3 for 3 hundredths.
- Round numbers with 1 decimal place to the nearest whole number, eg 9.7 rounds up to 10, 147.2 rounds down to 147.
- Use division to find a fraction of a number, eg find one fifth by dividing by 5.
- Work out in their head the difference between two numbers such as 3994 and 9007.
- Use pencil and paper to add and subtract big numbers eg $5792 + 8436$, $13,912 - 5829$.
- Know by heart all multiplication tables up to 10×10 .
- Double numbers up to 100 in their heads.
- Use pencil and paper to multiply and divide, eg 328×4 , 72×56 , 329 divided by 6.
- Draw and measure lines to the nearest millimetre.
- Work out the perimeter and area of a rectangle, eg the perimeter and area of a book cover measuring 25cm by 20cm.
- Solve word problems and explain their method.

YEAR 5 LITERACY TARGETS

There are several areas that make up the various aspects of literacy for Year 5. Literacy is a massive subject area and is obviously of extreme importance in your child's development. Do bear in mind these are only guides to expectations.

It is accepted that there are two dimensions of reading - word recognition processes and language comprehension processes - are both necessary to achieve fluent reading. However, the balance between word recognition and language comprehension should change as children acquire secure and automatic decoding skills.

1. Speaking
2. Listening and responding
3. Group discussion, interaction
4. Drama
5. Word structure, spelling
6. Understand and interpret texts
7. Engage with, respond to texts
8. Creating and shaping texts
9. Text structure and organisation
10. Sentence structure, punctuation
11. Presentation

The Primary Years

1. Speaking

- Tell a story using notes designed to cue techniques, such as repetition, recap and humour
- Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language
- Use and explore different question types and different ways words are used, including in formal and informal contexts

YEAR 5 LITERACY TARGETS

2. Listening responding

- Identify different question types and evaluate their impact on the audience
- Identify some aspects of talk that vary between formal and informal occasions
- Analyse the use of persuasive language

3. Group discussion, interaction

- Plan and manage a group task over time using different levels of planning
- Understand different ways to take the lead and support others in groups
- Understand the process of decision making

The Primary Years

4. Drama

- Reflect on how working in role helps to explore complex issues
- Perform a scripted scene making use of dramatic conventions
- Use and recognise the impact of theatrical effects in drama

5. Word structure, spelling

- Spell words containing unstressed vowels
- Know and use less common prefixes and suffixes such as *im-*, *ir-*, *-cian*
- Group and classify words according to their spelling patterns and their meanings

YEAR 5 LITERACY TARGETS

6. Understand and interpret texts

- Make notes on and use evidence from across a text to explain events or ideas
- Infer writers' perspectives from what is written and from what is implied
- Compare different types of narrative and information texts and identify how they are structured
- Distinguish between everyday use of words and their subject-specific use
- Explore how writers use language for comic and dramatic effects

7. Engage with, respond to texts

- Reflect on reading habits and preferences and plan personal reading goals
- Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts
- Compare how a common theme is presented in poetry, prose and other media

8. Creating and shaping texts

- Reflect independently and critically on their own writing and edit and improve it
- Experiment with different narrative form and styles to write their own stories
- Adapt non-narrative forms and styles to write fiction or factual texts, including poems
- Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail
- Create multi-layered texts, including use of hyperlinks and linked web pages

YEAR 5 LITERACY TARGETS

9. Text structure and organisation

- Experiment with the order of sections and paragraphs to achieve different effects
- Change the order of material within a paragraph, moving the topic sentence

10. Sentence structure, punctuation

- Adapt sentence construction to different text-types, purposes and readers
- Punctuate sentences accurately, including using speech marks and apostrophes

11. Presentation

- Adapt handwriting for specific purposes, for example printing, use of italics
- Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes